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ABSTRACT

Commencing in 1970, the Teacher Education Department of Johnson State College, Johnson, Vermont embarked on a restructuring of its entire teacher education program. The need for this revision stemmed from severe concern on the part of faculty members, public school officials, and students that the traditional way of training teachers was not doing the job. After two years of planning, a Field-Based Teacher Training Program was initiated in September 1973. This program shifted emphasis from a traditional college campus-based approach to one requiring considerable field experience. A feature of this program was the large involvement of public school administrators and teachers in the program. This cooperation was even carried to the point where public school districts shared the cost of salaries for the field experience supervisors. The cost sharing approach would indicate some guarantee of heavy interest, contact, responsibility, and accountability. The new program is under constant evaluation by the field-based supervisors, faculty members of the education department, faculty members from other disciplines at Johnson State College, public school officials, and students. Furthermore, the field-based center is definitely oriented towards competency-based teacher education. (Author/JA)

ED 085376

JOHNSON STATE COLLEGE
JOHNSON, VERMONT

Part 1.

Summary of the Johnson State College, Johnson, Vermont Entry for the 1974 Distinguished Achievement Awards Program

Commencing in 1970, the Teacher Education Department of Johnson State College, Johnson, Vermont embarked on a restructuring of its entire Teacher Education Program. The need for this revision stemmed from severe concern on the part of faculty members, public school officials and students that the traditional way of training teachers was not doing the job. After two years of planning, a Field-based Teacher Training Program was initiated in September, 1973. This Program shifted emphasis from a traditional college campus based approach to one requiring heavy involvement in the field where the action was.

In breaking the lock-step approach to teacher education, we were also able to accomplish something we considered very valuable, mainly, heavy involvement of public school administrators and teachers in our program. This cooperation even carried to the point where public school districts shared the cost of salaries for our field-based supervisors. Obviously, the cost sharing approach guarantees heavy interest, involvement, responsibility and accountability.

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With the increased cost of education at all levels, one concern held was - what would the new program cost. Through reassignment of personnel, we were able to initiate our program without additional cost to the college or to the students.

The new ongoing program of teacher education is under constant evaluation by the field-based supervisors, faculty members of the Education Department, faculty members from the other disciplines of Johnson State College, public school officials, and students. This new program has very strong overtones of Competency Based Teacher Education and yet we expect that all these CBTE requirements will be completly established within two years.

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ED 085376

Johnson State College, Johnson, Vermont

Part 2.

Explanation and Analysis of the Program

Field-Based Center for Teacher Training

For over 100 years Johnson State College has prepared most of the teachers for the schools of Northern Vermont. In the past six years tremendous changes have occurred in the size and purpose of the college. Enrollments has grown from 633 to 1193 since 1968-69 and enrollments in liberal arts courses, particularly the Humanities, have far outstripped the Education courses. Both the change in the size and orientation of the College and the reduced demand for teachers led the College to evaluate its Education program during the 1971-72 school year. As a result of that investigation we have designed and begun to implement a field-based teacher training program that we think is unique.

Under the new program, 30 of the 37 credits required in Education are earned in the field. Students spend two full semesters working in two different schools. Their preparation for classroom instruction is integrated in the field experience with an opportunity to take additional methods courses while on campus. And the salaries and duties of 4 of the 10 Education professors are shared between a school district and the College. In the report that follows, the program is explained in greater detail.

This program came about through a self-study of our program in which it was ascertained that many of the on-campus courses required of students failed to have much meaning for them; faculty members were uncomfortable trying to teach students to teach without giving them classroom practice; and the schools were both willing and eager to have more and more instructional personnel in their schools. The process of design of a program that was acceptable to the

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full faculty and the development of the specific components of the program has taken much of the past two years. Only now are we beginning to define specific instructional and administrative details in the design of the program. For example, we are currently reevaluating the applicability of traditional marks for the two 15 credit field experiences; we are discussing how to make the required written student self-evaluation and cooperating teacher evaluations a permanent part of each student's professional dossier; and we are beginning to formalize the structure of the first field experience in which we are combining training in teaching methods with full-time student-teaching. We expect that in another two years we will have a program that has a competency-based set of requirements for the student and a total field-base for student experiences.

The Program

Under the old Education program at Johnson students were required to take 45 credits of narrowly prescribed liberal arts courses and 41 credits of required Education courses (which included two 6-credit, 8-week student teaching experiences). In addition, Elementary Education students were required to accumulate 130 credits for graduation while everyone else only needed 120. In 1971 this restrictive and prescriptive approach to education was certainly in disfavor with the administration. Also, there were signs from the students that a lock-step approach to their training was not popular. With these attitudes and the national teacher surplus in mind a study committee was formed. The committee conducted a questionnaire survey of faculty, students, alumni, and school personnel. The talked with faculty members, students, and consultants, and, with the data in, held a retreat to flesh out the

proposal for a new program.

The program that emerged and that is now being implemented rests on eight assumptions that the Committee agreed upon. They are:

1. All public school teachers should have a broad background of academic study.

2. An individual becomes a teacher through a process of education unique to him.

3. Students should decide their individual programs of teacher preparation as much as possible.

4. It is essential that students reflect on their experiences, studies, and discoveries.

5. Certain basic skills in teaching can be learned but only in contexts where their utility is apparent.

6. Teacher preparation should occur as much as possible in the schools rather than in the colleges.

7. The personal relationship between the student intern and his school district cooperating teacher is paramount in teacher preparation.

8. Students should have increasing variety in their options for preparing to teach.

Based on these assumptions and using the data that had been collected, the Committee proposed and had accepted the following requirements for the program:

Ed. 201 Career Exploration 2nd Semester Freshmen/Sophomores

This course will meet for one half-day twice a week and will include the following activities: group discussions on self-awareness, the nature of teaching and the central problems and issues in Education; visiting speakers on various helping professions; visits to service institutions, including schools and 8-weeks of part-time participation in an institution selected by the student. 4 credits

Ed. 209 Human Development and Learning Theory Sophomores or above

The aim of this course will be to become aware of the ways in which youth develop and learn. A two hour lab each week will provide opportunities for observing, interviewing and testing, while two meetings per week will offer an opportunity for discussion. This course should be taken before Practicum I or II 3 credits

Ed. 360 Practicum I — Juniors

Practicum I will be the only course for which a student will be registered during a semester and will be divided into three sections:
(1) a one-week orientation period in the school district during which the student will decide upon who his co-operating teacher will be and will determine what learning activities he will be responsible for later in the term.
(2) A period of preparatory work in teaching methods and strategies which will be divided up into a number of modules in different subject and/or skill areas.
(3) An extended period of participation in the classrooms that were decided on at the beginning of the term.
(4) A one-week evaluation period during which all evaluations (self, supervisor, and cooperating-teacher) will be discussed and the next term's courses selected.

15 credits

Ed. 460 Practicum II — Seniors

The student will spend either semester of the senior year at a school district chosen for its value as a staff development center. This practicum will feature:
(1) Off-campus residence in or nearby the district
(2) Service for the full school term of the district
(3) Orientation at the outset of service
(4) Concomitant study relevant to daily experiences
(5) Completion of explicit tasks designed to demonstrate continued professional and academic growth.
(6) Self-evaluation, written periodically

15 credits

Total credits required in Education for graduation
37 credits

In addition to these 4 required courses an Elementary Education student also selects,with his advisor, a broad spectrum of liberal studies, a focus of studies in his subject matter field (24 credits in one area is required) and such professional studies as will total to the standard 120 credits required for graduation by the College.

In order to guarantee attention to individual student needs, the following provision is also part of the program:

A student may propose (in writing) an alternative to any but the

first (Career Exploration) of the four requirements. If approved by the Department, the activity undertaken by the student will provide credits for graduation in lieu of the listed requirements.

The Committee also agreed that the success of this field-based program in rural Vermont has to depend on the creation of geographic centers where large numbers of students work in the same school. Happily, a number of local schools have been eager to utilize the services of student-interns while providing them structured guidance. Therefore the program has been organized so that 4 school districts take about two-thirds of the student-teachers each term and supervisory personnel are shared. In one, the College provides a kindergarten teacher-professor who is responsible for the student teachers in the district. In another a former EPDA program head directs a Teaching Center within the district, working with student-interns and teachers and teaching a course at the College. In a third, the College and the district share salaries and services of two people, the supervising principal for five small rural schools and a staff development person with extensive experience in early childhood education. In the fourth district, Johnson State shares with other colleges in paying the salary of a staff development person in a Title III funded, creative high school in return for his supervision of a number of our secondary student-interns.

While these people are based in the school districts, the remainder of the faculty provides instruction in the required and elective education courses, supervises student-interns in the districts, offers assistance to the field-based personnel, and acts as advisors to students in or interested in the program.

The methods of placement for the Practicum further enhance the program. No longer does the College guarantee student-teaching placement. Rather, we

ask students to apply for the Practicum and to submit a resume. Interviews are then arranged with prospective schools and the faculty in the school and the student have a chance to learn each other over. If for some reason the student is not placed in the first school, another interview is arranged.

Because of close cooperation with the schools both the concept of student-teaching and the procedures associated with it have taken on new forms. No longer do we expect a student to observe for a prescribed period of time and then one day take over the class while the teacher retires to the teacher's room for coffee. Instead, each student works into the teaching role over the course of Practicum I in a way that is best for him. Some are involved in large group instruction after a week; others observe, tutor, and lead small group activities before they actually take over the class. Sometimes real responsibilities are not assumed until near the end of the first Practicum. This extended field experience of which methods training is a part allows the student to make the attitudinal adjustments necessary to becoming an effective teacher. If the student's self-confidence and love for children are enhanced during the first field experience we consider the student to have been successful. He or she will have cognitive knowledge of some teaching skills, some practice in applying them, a positive attitude towards his ability to work in a classroom, and a heightened awareness of his own learning needs for teaching.

After the first Practicum, students spend a semester on the campus in regular courses, hopefully taking content and methods courses in areas they are interested in and in which their field experience indicated they needed more training. Students are then ready for Practicum II.

Practicum II offers the student a chance to start over again with the knowledge and confidence obtained from the first experience and the ensuing

period of study. It also allows the better students a chance to work outside the centers we have established. This semester we have Practicum II students teaching outside New York City, in Detroit (with the Merrill-Palmer Institute), and in numerous Vermont schools outside the periphery of our centers. This second Practicum is also seen as an opportunity for the schools to have the services of a semi-trained paraprofessional. Since most of the schools we work in are attempting to individualize their instruction, this extra person with specific teaching skills is a definite asset.

Another unique element in our program is the evaluation procedure. We ask each cooperating teacher, the supervisor from the College and the student to write evaluations of the student at the end of each field experience. The evaluations are compared in a conference and a grade agreed upon. The evaluations then become part of a permanent file on the student and will be used as part of the placement dossier. We have created files for each student who completes the introductory course and who then enrolls in the Practicum. We are currently discussing how to make this file part of the student's permanent academic record, perhaps in lieu of traditional grades for each of the Practica.

The Budget

The most rewarding budgetary aspect of the changes we have achieved are that they have not cost the College any more than the traditional program. No outside funds have been used to design the program or to make it work, but by juggling positions and by concentrating students in schools that want to have them we have been able to create a program that makes more effective use of existing resources. The data below on the budget for the last two years shows that for the 150 to 200 students who work in the field each semester

costs have not increased.

'72-'73 budget figures		'73-'74 budget figures	
Work Study	1,000.00	Work Study	700.00
Travel	5,000.00	Travel	3,500.00
Equipment	1,200.00	Equipment	700.00
Supplies/Services	1,000.00	Supplies/Services	2,100.00
Graduate Program	1,500.00	Graduate Program	1,000.00
	$9,700.00		$8,000.00
Salaries	$109,300.00	Salaries	$138,429.00

The increase in salaries is accounted for as follows: A cost of living increase for staff members and the hiring of our Divisional Chairman. The Division of Professional Studies and Education Chairmanship was vacant in 1972-73. Consequently, when those two factors are recognized, our costs have not risen.

Conclusion

After two years of this program, the last students under the old requirements are about to graduate and the first set of Practicum II students are completing their field work. As we have gone into each new step of the program, we have informally evaluated what we are doing. Feedback from students has been mixed. While almost all like the incorporation of methods training into the field experience and the two semesters in the field, many of them have expressed frustration at needing to decide what is required of them in the rest of their academic program. Liberal Arts faculty members have echoed this concern as the elimination of specifically required courses has wreaked havoc on traditional enrollment patterns in College courses. The schools have not found preparation to be a problem. In fact, our students are looked forward to and often counted on as support personnel by teachers.

In looking at our experience, the members of the Education faculty have been concerned about creating an adequate guidance system to help students understand that, although there are no longer graduation requirements, a broad academic background in the liberal arts and skill in teaching reading are looked for by school districts when hiring. We have also not been satisfied with the academic portion of Practicum I. We have not yet provided a structured format that satisfies the 6 or 8 faculty members who participate and the link between this training and the field experience is still somewhat tenuous. Based on our experience we have begun discussions on the creation of performance criteria that should tie the theory and practice together.

These evaluative comments are not based on any kind of formal investigation. Rather they are a delineation of the problems we still face in implementing a program that we feel is significantly different and more promising than most current teacher preparation programs. We are committed to keeping the program centered in the needs of individual students rather than in the institutional symmetry provided by a lock-step approach. We are also just beginning to realize the potential of having faculty members whose institutional allegiance is shared between the College and a District. The steps we have made in the direction of being student-centered and field-based are what satisfied us at the College. The details of the program that continue to frustrate our effectiveness are discussed and worked on daily and continue to form the major agenda items of our weekly meetings.

The Education Faculty at Johnson State College thinks our teacher training program provides a model for other small, rural colleges. First, we have demonstrated that cooperation in a field-based program is possible even where travel distances are great (one center is 40 miles away). It may be a necessity that teacher preparation in rural settings concentrate the students in selected

field sites in order to ensure some kind of coherent supervision.

Second, because of our small size we have been able to make significant changes through the exercise of our own will rather than through the use of outside funds and personnel. We are convinced that change brought about this way is much more meaningful and lasting.

A third contribution we have made is that we have generated much greater interest among the liberal arts faculty than has been traditionally apparent in teacher training. While their interest is not necessarily supportive it has been forceful and constructive. By eliminating liberal arts requirements while inviting liberal arts faculty to participate in the program we have been able to help them reorient their course offerings to attract students. For example, the Science Department created a new course called Science for Elementary Education Majors that combines the learning of science concepts through activities with the discussion of how to teach those concepts. Previously students had to take two or three specific science courses and an 8-week methods course in the teaching of science. Similar changes are underway in Mathematics, Physical Education, Art and perhaps Music.

Finally, we think our program provides a viable alternative to the normal process for creating a performance-based teacher education program. Most efforts in PBTE have concentrated on listing competencies first and then designing learning packets, modules, or whatever that will allow students to learn and demonstrate that they have learned the prescribed skills. We have taken another tack. Given our unanimous agreement that the central competency in teaching is the demonstration by the teacher that a child's development is a matter of ultimate concern to him, we structured a program that forces students to demonstrate that concern by devoting one-quarter of their college career to working directly with children. Now, within this structure and with

the experience of two years in the program we are at the point where we can begin to write down performance criteria that we think students should meet. As we do this, the much debated structure of Practicum I, where academic training and teaching experience are intertwined, will be brought into focus through the participation of the Education faculty, the Liberal Arts faculty, and students.

So, Johnson State College is applying for a 1974 Distinguished Achievement Award because we think our program is successfully combining a field-based approach to teacher preparation with the development of individually determined performance criteria for students. While the goal we have in mind has not yet been realized, the progress we have made offers much to other small Colleges struggling with the need to develop programs that will assist students in becoming the kind of teachers the schools need. Other schools would profit from examining the process we have gone through, observing the arrangements we have made with school districts, and studying the effects of our students' extensive and intensive experience in schools.

ABSTRACT/INFORMATION FORM - 1974 DAA PROGRAM

(Please note: This information will be the basis for the description of your institution's DAA entry in the official DAA booklet given at the Annual Meeting and subsequently distributed widely.)

Please Type or Print:

Name of Program Submitted: Field-based Center For Teacher Training

Institution (complete name): Johnson State College, Johnson, Vermont

President: Dr. William G. Craig

Campus Public Information Officer: Miss Patricia Searles

Faculty Member Responsible for Program: Dr. Fred Stahuber

Title of the Faculty Member: Chairman, Division of Professional Studies

Signature: Fred Stahuber

Title: _____ Date: Nov. 16, 1973

Please describe in 150-200 words the program which you have entered in the 1974 AACTE Distinguished Achievement Awards. A sample is included below to give a general idea of the kinds of information we need. Your abstract will be the basis for reporting your entry in Excellence in Teacher Education. Please continue on back if extra space is needed.

SAMPLE: *Hypothetical Sample Description:* Recognizing the necessity for public school teachers to have a continuing education as well as realizing the need for continually updating the elementary science curriculum, the College of Saint Alphonsia Joseph, together with the school district of Stockton, New Hampshire, began in 1969 the Advance Learning for Science Teachers Program (ALSTP). The program, initially funded by a National Science Foundation grant, features a six-week summer institute during which members of the college staff instruct teachers throughout the school district. Also, 30 consultants from the college's science and education departments visit each of the elementary schools during the year. Featured in the six-week institute are effective ways to teach environmental studies, using the neighborhood as key resource. The program has had sufficient impact to project a similar one for secondary science teachers.

Field-Based Center for Teacher Training

In recent years, the faculty members of the Department of Education and students of Johnson State College, Johnson, Vermont became increasingly concerned with the fact that the traditional campus based way of training teachers wasn't doing the job. After two years of study and planning which involved college faculty members, students, public school administrators and teachers, and consultants a new field-based approach to teacher training was initiated in September, 1973. Each student must take a full semester of student teaching in both the junior and senior years of college. Most student teachers are assigned to our field-based centers which are staffed

by college faculty members on the site full time. In two of our centers the public school districts are sharing the cost of salaries which certainly guarantees a high level of involvement and accountability. We value this cooperation with the school official very highly. A great number of workshops are held on the site for the student teachers with the subject for the workshop being very directly related to the problems that the student teachers face in the classroom. These workshop problems cut across the total concept and practice of teaching. Further, the field-based center approach is very definitely oriented toward CBTE.